

Guide to the Stakeholders Perspective Cards

1) There are six, color-coded groups: Cedars, Riffles, Mayflies, Fry, Salmonids, and Shredders. If possible, there should be 16- 20 students per group.

2) Each group is assigned one of three different land-use scenarios: Recreation, Urban Development, and Agriculture.

3) Within each land use scenario there are four stakeholder types: Landowner/Developer, Wildlife, Resource Professional, and Adjacent Neighbor.

4) Each stakeholder type has multiple perspectives (ex: under the Wildlife stakeholder type, there are aquatic, terrestrial, and avian species perspectives).

5) Where there are duplicate perspectives, each individual card has different questions (with the exception of the Landowner/ Developer whose perspective is to understand the carrying capacity of the land). For example: two students may have the Resource Professional perspective to promote a balance between human and wildlife needs; one student will answer questions 1-3, and the other will address questions 4-6.

6) If you are anticipating more than 16 students per group, there are 4 "extra" duplicate cards for each group.

Directions: Print out the "Stakeholders Perspective Cards" for as many groups as you are anticipating to have on your field day. Make sure that you have at least one group for each land-use scenario represented. When printing, make sure to select the "print on both sides" feature under your computer's print settings. Laminate, if desired, and attach to lanyards.

The diagram illustrates the structure of the Stakeholders Perspective Cards. It shows two examples of cards with labels pointing to their components:

- 1) Group Name/Color:** Points to the handwritten word "Cedars" in purple at the bottom left of the first card.
- 2) Land-use Scenario:** Points to the word "Recreation" in the center of the first card.
- 3) Stakeholder Type:** Points to the text "Landowner/Developer" in the center of the first card.
- 4) Individual Perspective:** Points to the "Perspective" section of the second card, which reads: "My team owns a parcel of land that will be used to develop our proposed project which will convert this under-utilized land into a productive land for our purpose. I want to produce an income to contribute to the local economy."
- 5) Questions:** Points to the "Questions to answer:" section of the second card, which lists three questions:
 - How will I utilize available water?
 - How will I control weeds and pests?
 - Why is it important to monitor and evaluate how my project may affect the local habitat?

The first card also features a logo in the top right corner that says "Kids in the CREEK" with a graphic of a tree and a person fishing.

On the field day, give each student their lanyard, and have them read through their perspective and questions BEFORE they start the station rotation. Students should be thinking about their set of questions and asking station leaders appropriate questions as the day progresses so that they can effectively represent their character's perspective during the final Watershed Wonders activity.

Group Name/ Color	Land-use Scenario	Stakeholder Type	Perspective	Questions
Cedars	Recreation	Landowner/ Developer	Produce an income	1-3
Cedars	Recreation	Landowner/ Developer	Produce an income	4-6
Cedars	Recreation	Landowner/ Developer	Understand carry capacity of the land	1-2
Cedars	Recreation	Landowner/ Developer	Understand carry capacity of the land	1-2
Cedars	Recreation	Landowner/ Developer	Address community needs/concerns	1-2
Cedars	Recreation	Wildlife	Aquatic species	1-4
Cedars	Recreation	Wildlife	Terrestrial species	1-4
Cedars	Recreation	Wildlife	Avian species	1-3
Cedars	Recreation	Resource Professional	Promote balance between humans and wildlife	1-3
Cedars	Recreation	Resource Professional	Promote balance between humans and wildlife	4-6
Cedars	Recreation	Resource Professional	Address impacts of environmental change	1-4
Cedars	Recreation	Resource Professional	Foster productive yet sustainable use	1-3
Cedars	Recreation	Resource Professional	Foster productive yet sustainable use	4-5
Cedars	Recreation	Adjacent neighbor	Concerned about impact on area aesthetics	1-3
Cedars	Recreation	Adjacent neighbor	Share available resources	1-3
Cedars	Recreation	Adjacent neighbor	Sustainable/organic farmer	1-3

Extras- if more than 16 students per group (indicated by a * on the bottom-right corner of the card)

Cedars	Recreation	Landowner/ Developer	Address community needs/concerns	1-2
Cedars	Recreation	Wildlife	Aquatic species	1-4
Cedars	Recreation	Resource Professional	Address impacts of environmental change	1-4
Cedars	Recreation	Adjacent neighbor	Share available resources	1-3

The stakeholder, perspective, and question combinations are the same for each of the five remaining groups:

Riffles	Recreation
Mayflies	Urban Development
Fry	Urban Development
Salmonids	Agriculture
Shredders	Agriculture